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ABSTRACT

Two teachers from very diverse backgrounds combined their resources in the College of Public and Community Service at the University of Massachusetts to set up an adult literacy program. Based on the assumptions that instruction should be based on the needs of the learners, that reading is a cognitive rather than a mechanical process, and that reading is inseparable from other linguistic processes, they experimented with different forms of literacy instruction. The first form was an adjunct course that complemented a content course, in which most of the students were human service workers with inadequate communication skills for their jobs. A later model was developed by the students themselves. Their planning the program, deciding on the texts they needed and wanted, and using faculty as facilitators gave them competence and confidence. The texts in this and later models were regulations, manuals, handbooks, reports, and technical textbooks required by the students' jobs. Unlike traditional texts in reading programs, the content is perceived by the learner as vitally important, while at the same time being both familiar and immediately applicable to his or her needs. It is material that enables the learner to change his or her life in some recognizable way--feeling more competent, gaining skills for job advancement, and becoming more in control of the work environment. (HTH)

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ADULT READERS AND THE TEXTS THEY NEED OR WANT TO READ

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INTRODUCTION

You, an adult reader, are considering reading this text - a paper called "Adult Readers and the Texts they Need or Want to Read." Perhaps the whole subject is of no interest to you, and you'll simply go on to the next article. You may only want to know what is different about adult readers, so you'll skim, maybe just picking up the main idea and a few main points. You may be in the field of teaching adults and only want to find out about a new text to use with your class. Then you'll scan the paper, see that no specific text is presented and either go on or perhaps want to find out what we mean by "text." Finally, you may be interested in the field of adult learning and literacy skills and you may want to apply your interest and knowledge to actually working in the field. For you, the two "competencies" that follow this article (Addenda A & B) may be of interest. They'll provide you with some idea for practical outcomes for your reading and you may want to read the paper more carefully in terms of how you would use the content.

All this means that you, the adult reader, determine what and why you want to read something, which then determines how you will read it. Your interest and knowledge about the subject will influence the way you read and what you will do with the information you discover. This is the main thesis of the paper that follows.

This paper is about responses to change - the responses of two professional women which, we believe, reflect the changes in our professions and in our students and clients. The changes we have gone through and the choices we have made have depended as much on the society of which we are a part as on our personal psychological and educational histories. Kierkgaard has written that each of us is an exception, but our unique stories do touch universal experiences and are part of an emerging societal pattern. That pattern is the changing nature of society itself, of our educational institutions, and of our students. The results of our changes are a new point of view about teaching literacy skills to adults and the contexts, methods, and materials we have developed to implement that new viewpoint. To review the experiences and changes in one's own professional pilgrimage is to provide background and further insight into the subject with which we are dealing.

Debora Sherman

Thirteen years ago I started teaching a fundamentals of reading course in a community college. Community colleges are two year associate degree granting institutions which were created in response to two changes in post-World War II America: one, the rising expectations of previously inarticulate minorities of a share in mainstream

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My professional career in social work and World War II began simultaneously. In 1941 I was working as a counsellor in a Harlem multi-service center in New York City while continuing graduate study at Union Theological Seminary and Columbia University. A second part-time job in a settlement house on the lower east side of Manhattan provided me with board and room. This arrangement was quite adequate for one whose role model was Jane Addams of Hull House and whose conviction

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American life, and, two, the need, in an increasingly automated society, for a large pool of trained low-level technical and semi-professional workers.

My background was classroom teaching, and I had been a reading specialist in elementary, junior and senior high schools. When faced with the problem of teaching literacy skills to adults, I had almost no guidelines. The courses which I had taken for my Master's degree in early childhood education stressed "the whole child" and the creation of a climate which encouraged creativity and optimal social development. The courses in which I had been involved for my sixth year certificate in reading and secondary education largely stressed diagnosis and remediation of skills. I had never been a teacher's manual follower nor a user of pre-packaged materials and I had always tried to adapt what should be taught and how it should be taught to the learners in a specific situation. In this new environment, I was most conscious that this might be the students' last chance to become literate. If the traditional methods of teaching literacy skills had been effective with them, these adults would not now be semi-literate. I had an urgent need to know what should be taught and how to teach it.

I began reading about adult learners and adapting methods which I had used previously to the characteristics and needs of these adults. The more I read and taught, the more I was convinced that teaching reading as a separate subject seemed to violate what I perceived about how people learn. It was clear that reading ability did not exist as a collection of skills isolated within the mind. I attempted to apply to this college teaching about social and personal change motivated her daily work. In reality I felt that there was little success in that work, except when a family was finally located in a decent living situation or a child was given appropriate medical care, or when arrangements could be completed for a lonely, ill woman to be returned to her home after hospitalization. In principle, however, the work fascinated me.

In 1942, I moved to Washington to assume leadership of the YWCA's program for adolescent women, eager to become an actor in an institution that was recognizing its racially segregated nature and was trying to change. Although integration of black and white occured long after I left the Washington Y, I saw the changes beginning while I worked there, and I felt that the programs we developed and the attitudinal change we observed in young and older women were helpful in the institutional change.

The war opened many opportunities for social workers, and after two years in Washington, I was hired as a caseworker in the American Red Cross. My assignment took me to Salina, Kansas as staff in a Red Cross Chapter that served a tri-divisional Army installation. Into this small Kansas town...and into the Red Cross office...poured Army wives, soldiers, common-law wives, children looking for assistance in finding a "lost" husband or parent, money for groceries or housing, medical care and even transportation back to a hometown, clients dissillusioned by camp life, war, poverty and powerlessness.

This bandaid approach seemed a far cry from my committment to help individuals reach their potential and improve their condition in life. The fundamental inequalities in our social system deprived groups and individuals in subtle ways of such opportunity, and I was having a hard time squaring my social convictions with the slim achievements in my chosen work. When I returned to New York to continue to work in social service agencies, I worried about these inequities that made certain groups so dependent on services, about schools that prepared people so inadequately to live in our society, about the lost potential of the angry and the oppressed and the horrendous waste of human talent and creativity.

those approaches which I had developed fifteen years before when I taught first grade: language experience approaches which were based on what interested the children and about which they spoke and wrote as well as read. To discover more about the processes of learning and teaching writing, I embarked on a doctoral program in English education.

My initial stance toward teaching was an idealistic one, greatly influenced by Dewey.[1] I believed that the function of education was to reform and reshape both individuals and society to ensure the optimum development of each. This view was reinforced by the eulogists of community colleges who saw these institutions as the most obvious effort toward democratizing higher education and providing the opportunity for individuals to progress as far as their interests and abilities would permit, so that, regardless of their socio-economic or edcuational backgrounds, they could be integrated into the dream of successful middle class America. This rather naive view was shattered when I discovered the revisionist writers[2] who regarded community colleges as an integral part of the economic system, playing a dual role by imparting technical and social skills and appropriate motiviations to increase the productive capacity of workers and by perpetuating the social, political, and economic conditions of a hierarchical society. They saw the new adult students stratified in a class-based and academic achievement based system which actually kept them out of the managerial and professional upper middle class.

The contradictions between these two views made me question the value of my professional life. I was teaching literacy skills to adults who wanted to succeed in college so that they could have a better life. Yet, by stressing the individual's personal growth, fostered by the Needless to say, I was not the only one concerned. History of the 1960's records the statements of the youth, the unemployed, the minorities and the needy of America against the injustices and discriminatory practices of institutions and individuals. Their rage exploded in the streets, and they bolstered their resentment and desperati with a psychology of personal entitlement; a righ to a piece of the pie and the "goodies" of Americ life. Jobs and access to education were priority demands.

Protest against America' involvement in the Vietnam War and the events of the "60"s; murder, destruction of property, demonstrations and violence brought responses from all levels of society. At the executive level of the government, President Kennedy initiated the "New Frontier" programs to improve conditions in the urban ghettos and to begin an attack on racial discrimination and poverty. The "Great Society" efforts of the Johnson administration continued to press for change, supported by the action of the courts and legislation by Congress and individual state legislatures. At the local, community level, the citizenry was organizing to address issues that impacted negatively on their own lives and, simultaneously, federal monies were being made available to social activists for projects and strategies judged effective in combatting urban problems.

In 1966 a small group of professional women requested and received funding from the United States Office of Economic Opportunity to develop a training program in social service for adult women from the low income areas of New York City. The Women's Talent Corps, as the program was called, was one of many such projects geared at alleviating the hopelessness and powerlessness of this segment of society. I was hired as one of the five Coordinator/Trainers in the program, excited at the prospect of establishing an organization whose values I respected and with which I could identify. I had never anticipated becoming a teacher, and as I reflect upon that change in my career, I realize how traditional my view of teaching was at that time. Yet one year later, having survived a difficult year of interaction with colleagues and trainees, I had a different perspective on teaching. I became a teacher of social work practice, starting with the experiences of the learners and using the skills they had to teach new ones. The women in the program brought with them an understanding of

school, as a central social corrective, and by ignoring the fundamental inequalities of the society, I was myself contributing to the notion that the source of systemic failure lies in the shortcomings of the individual - a form of blaming the victim.

After further reflection and study, I was able to perceive that, while most Americans assume that the schools are the panacea for all social problems, their traditional function has actually been to serve those classes which had the greatest control of them.[3] However, the fact that an institution cannot solve all societal ills does not mean that it is without value in alleviating or illuminating some problems or in preparing people to deal with them. The most positive value of teaching adults literacy skills is that they may develop their critical capacities and begin to perceive how society operates and their roles in it.

In coming to this conclusion, I was most influenced by the writing of Freire. Freire's theory of "concienzation" is based on the possibility that literacy can provide people with the basic tools which they need in order to critically examine and question their reality and to have confidence in their capacity to improve that reality. Freire thus advocated problem-posing education with personal and social liberation as an objective rather than "banking" education which deposits skills and information in the learners' minds and consequently domesticates them. For me, this meant developing methods in which the teacher's role is to create an environment in which there is communication rather than monologue and in which the content provides an opportunity for students to become more aware of their lives. This is based on the premise that literacy learning is a cognitive, not mechanical, process which must include the relationships of people with their world.

problem-solving born of their own need and struggle. They were proud of their abilities and determined to apply it to productive work that would benefit themselves, their families and communities. The Talent Corps was their chance to join America's workforce and reach their goals.

Despite all the conflict between the values of the Talent Corps and the social service establishment, the experiment was working, and we decided to apply to the Regents of the State of New York for accreditation as an undergraduate college, granting the Associate of Arts degree, a new academic degree developed for the two year public institutions of higher education. It became the "College for Human Services." I was then an administrator in the program, and, as Director of Field Placement and Career Development, was responsible for negotiating all placements for trainees in social service agencies and for developing with the agency, job descriptions that met the educational needs of the students and service needs of the agency. With the faculty (no longer "Coordinator/Trainers") I would meet with supervisors to structure learning experiences related to the job descriptions and monitor any changes that developed in the students' <u>para-</u>professional role. My contacts with city departments and individual agencies took me into all the boroughs of New York City, and I began to see the impact on individual growth and self-image that meaningful work could exert.

As these two social systems, an educationa institution and a service agency, began to interact and each became more honest with the oth judgments about the trainees began to emerge. Supervisors thought the trainees a "great asset in their service delivery to ghetto areas" <u>but</u> "they, (the trainees) cannot read or write to our satisfaction." They stated that messages were incorrectly noted, forms scantily filled in, family visits meagerly described, reports disorganized and agency policies read but not understood.

The students themselves were aware of their problem, but had tried to get by, angry that their previous schooling had poorly preparec them to read, write and speak to an acceptable and adequate standard. Their jobs required them to return to neighborhoods which they knew well, serving clients whose problems had been-and still were-their own problems. They were far more effective in identifying the problem and working out "street" solutions than their middle-

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The practical result of this change in my thinking was the development of strategies which encouraged students' abilities to help themselves and to help others while dealing with issues which were of real concern to them. I could no longer regard reading from a skills model viewpoint. At this point, perhaps a critical moment, I heard Yetta Goodman, a psycholinguist, speak at a conference. I found myself in enthusiastic agreement with what was to me a new and iconoclastic point of view. She said that teachers were teaching reading on the basis of myths - myths that walking balance beams, matching forms, identifying letter names in alphabetic order, copying patterns, recognizing isolated sounds, and so on were related to reading. She pointed out that we were teaching about language, but that learning the rules of language was a result of learning to read, not a prerequisite. Her view of error, that all errors are not equally bad, that they need be corrected only if they interfere with meaning, that only poor readers are expected to read precisely what is on the page, and that errors are diagnostic tools which reflect the reader's thinking, opened my eyes to new possibilities in teaching. I fully accepted her statement that no one can teach reading, they can only learn it when they perceive immediate value to themselves. Goodman's emphasis on reading as communication of meaning made perfect sense. I really knew that teaching could interfere with learning, but had never applied that knowledge to my own teaching. When Goodman said that doing a lot of writing was one of the best ways to improve reading, I recognized that her point of view was one toward which I had unconsciously been-heading.

At the same time, I was enormously threatened. I had a reputation as someone who had developed methods of teaching decoding skills to adults using motor-perceptual approaches.

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class colleagues, but they were powerless to gain agency support because they could not articulate the need of the ghetto or change the agency's perceptions of their own worth and the service they could deliver.

For the College for Human Services, this problem alone raised issues of adult learning styles, of concepts underlying the teaching of literacy skills, and of the priority of this pressing need. This institutional metamorphisis and my role as an administrator in an innovative educational setting contributed immensely to my professional growth. I agreed with Patricia Cross, an eminent researcher of educational issues, who argues that "Education for adults has burst emplosively from its physical boundarie and learning is now acklowledged to reside in the individual. Once learning is perceived as a characteristic of the learner rather than an offspring of the provider, attention is then shifted from teaching to learning. It is that that will revolutionize education." [5]

This concept supported my practice in designing new learning environments,particularly those that joined the resources of college and community with the educational and career goals of students. If work consumed a large part of a person's lifetime, how could the quality of tha work-life be improved? Is the idea of a working person still wanting to learn a heresy? Who has the expertise to help adults learn in the work-setting? What other institutions, other than this new College for Human Services, would be committed to a disadvantaged population of workers? And, most important, how do we teach adults to communicate with each other?

Not only did I profit by struggling with these questions raised in my work, but so did the world of higher education learn from the experience of the College for Human Services. David Reismann and Gerald Grant in their recent book on reform and experiment in the American college give this institution a unique standing among the "activist-reform" models of reform. The College for Human Services was designed "not just to find routes up for its graduates but to change both the pathways and the professions... the other strands (of reform) include devising new roles for faculty, granting access to the most depreived groups of students and seeking to reform some professions by making assessment (of the worker) depend on the judgment of the client as much as that of fellow professionals. [6]

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I had given graduate courses, workshops, and speeches to groups of teachers stressing the teaching of decoding skills. I had a large investment in ego which was being challenged by what Goodman said. Yet, instinctively I sensed the truth of her approach and was exhilarated by the new concepts which had opened up to me and the changes I could effect.

I started reading the works of the psycholinguists.[4] What first impressed me was their lack of dogmatism. With a refreshing tentativeness, Frank Smith wrote that a complete understanding of the reading process still appeared to be a long way off and that learning to read defied analysis if only a single theoretical point of view was adopted. Not only did he not pretend to have THE answer, but he contended that any method that got results in the past would continue to get results, although for reasons we might not suspect. The psycholinguistic view of reading seemed to explain why some of the work I had done previously was useful for students although I had not perceived the reasons for it. By making a distinction between learning to read and fluent reading, Smith contended that the beginning reader had to acquire special skills that were of little use to him once he developed reading fluency. This put decoding skills into perspective as useful in learning to read for some, but not all, people. K. Goodman's explication of the three cue systems, the graphophonic, systactic, and semantic, made it clear that decoding skills were a means of continuous translation from oral language for the beginning reader. I realized that these skills also had value when learning to spell and in making use of pronunciation keys in a dictionary. Therefore I did not abandon teaching these skills, but put them into a more realistic place in my program.

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The problem of adult literacy that the College was forced to address is still a problem in 1980. A report submitted to the Ford Foundation on adult literacy in 1979[7] draws attention to the fact that "adult illiteracy in the United States has become the focus of major concern as the demands of a technogical society have grown more complex." The study reports that "depending on the definition of literacy, there are anywhere from 18 million to 64 million adult illiterates in the United States. Some 15% of adults (23 million) have serious reading problems and the same number lack the literacy necessary to function adequately in the society."

Among the programs the researchers examined and favor are a few that are community-based and that include learning in the context of such specific community objectives as improved access to social services and the exercise of civil rights. They advocate community-based approaches that will both motivate people and provide them with the kinds of literacy skills that are meaningful within the larger community and the environment in which they live.

As a result of changes brought about through the events of the "60's, many of these disadvantaged adults are seeking access to educational institutions and are already in the workforce. Mandates from federal funding sources have made hiring of community residents in certain services a must. The Comprehensive Education and Training Act enacted by the Congress (CETA) links education and work. Affirmative Action guidelines must be met in hiring practices. The increased numbers of workers promoted by the concept of the para-professional and the impact of the Women's Movement make available a new pool of employees, many of them semi-skilled. At the same time the inflationary costs of service and reduced funding for the staffing of agencies encourage the hiring of workers who will accept lower pay and who are also semi-skilled.

This is the population that the College For Human Services still serves in New York City and that is the same population with whom we are working at the College of Public and Community Service of the University of Massachusetts in Boston.

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The psycholinguists view reading as an information-processing activity in which the reader must make an active contribution if he is to acquire the meaning he seeks. There are three central themes underlying the psycholinguistic view of the reading process: 1) that only part of the information necessary for reading comprehension comes from the printed page, 2) that comprehension does not rest on the identification of individual letters, words, or phrases, and 3) that fluent reading is not decoding to spoken language, but is rather a reduction of uncertainty through prediction, based on optimal use of prior knowledge and existing cues.

In adopting this point of view, as well as in considering the purposes of literacy instruction of adults, I saw that what is generally classed as "study skills" is, in reality, reading instruction. Comprehension can be viewed as relating prior knowledge to a new experience to make sense out of something. This means being conscious of the purposes for which one is reading; marshalling what one knows about the subject before reading about it; formulating questions which one will read actively to answer; and recapitulating and restructuring the meaning in one's own words, both orally and in writing. Meaning does not exist in isolation. What written material means to the reader and how he reads it depends on the purposes of the reader and his understanding of what he is reading about before he reads it. This requires content which the reader wishes to understand and retain.

It seemed logical to me to utilize content which students had to learn and its most realistic form, an actual content course. I was

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This innovative college was mandated by the University to develop an undergraduate program to meet the personal growth and career needs of Boston's adult workers. The College opened in September and I was appointed Director of Field Education, having been a member of the Planning Team which had been commissioned the previous year to design the program. My role was to organize an administrative structure to assist the faculty and students in developing community learning resources and mechanisms to support self-directed learning; to link the College with the networks of human service delivery in the Boston area; and to develop model of collaboration with agencies to initiate educational activities to benefit employees.

As one unit of a publicly-funded higher education institution, (The University of Massachusetts), the College of Public & Community Service takes seriously the original mandate to the land grant colleges of America to provide a "practical education to the citizenry." To make it accessible to public transportation, the College is located in downtown Boston, a stone's throw from the state capitol and government offices. The adult learners come from diverse economic, educational, ethnic and racial backgrounds. 32% of the currently enrolled 700 students are minorities (Black, Hispanic, Native American), 80% are employed with an everage income of $7,000. Their average age is 35 years, ranging from 24 to over 65. 64% are women.

The College has become nationally known for its pioneer work in developing a competency-based curriculum, blending liberal arts and career education. Since 1973 the faculty and staff have simultaneously built the institution within the university bureaucracy and have identified skills and knowledge essential to effective practice in public and community service in the fields of mental health, environmental health, community organization, special education, youth work and law-related service. Students progress toward the BA degree by demonstrating the application of skills and knowledge as prescribed in the "Competencies," the credit-bearing units of the curriculum.

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aware of resentment on the part of many faculty members at having to deal with adult students whose literacy and academic skills were weak. I was angered by remarks about "students who didn't belong in college." I rejected these people as elitists with narrow minds and large prejudices. Consequently, I responded to them with hostility and they, sensing the threat implicit in my attitude, responded in like manner. However, I realized that if I were to be of real help to my students and teach more than a collection of skills, I had to change. I had to reject my own self-righteousness and begin to perceive part of my function as teacher education. In speaking with some of these teachers and really listening to what they were saying, I perceived that their resentment came from having to deal with non-traditional students with whom they felt unable to be successful. Teachers, as well as students, have a need to experience success. If these adult students were to be able to make use of the college to change their lives, there had to be a way of helping faculty to teach them successfully.

I developed an integrated program, teaching courses adjunct to content courses. I used the materials and assignments of introductory and child psychology, nursing, government, and early childhood education as the content of a literacy skills program. When stress is on content alone, the learner generally functions passively. When stress is upon process, learning content is not derogated, but greater importance is placed on ways of acquiring and utilizing knowledge. By presenting my program in terms of content and process, I was able to reassure content faculty that I was not treading on their preserves, but was facilitating learning for their students. I found that this was more than theory; in actual practice I was able to help students to acquire the processes of learning and retention and to improve their literacy skills at the same time. Because my early

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"Competencies" describe the skill or knowledge which students must demonstrate and prescribe in detail the means of demonstration. Courses are offered which help students demonstrate competence, but the courses are not required. In fact students are encouraged to use a variety of ways to become competent - ranging from self-help groups to workplace training. Some students demonstrate competence on the basis of their prior learning. The competencies are developed and administered by the five curricular centers. Each of the curricular centers of the College has a particular focus, from which generic competencies are developed in Human Services, the liberal arts, Community Planning, Law, Language, and Math.

The Center for Applied Language & Math addresses the same concerns that plagued us at the College for Human Services. Students who have the intellectual capability and the life expereience to perform, may lack linguistic and quantitative skills needed to meet requirement both for the workplace and the academy. This Center trains both faculty and students in the process of learning as well as in the skills themselves. This learning is "applied" to other centers' academic content and can be "applied" equally effectively to the content of the workplace. This concept is basic for the design of adult learning programs, since it provides a means for improving literacy skills in ways and settings in which adults want and need to achieve. This provides the missing link for empowering people to improve their lives.

It is apparent that social change impacting on educational institutions has allowed me to become an agent of my own education and find rewarding work. I have recently completed a graduate program in the administration and design of innovative adult education, a five year period enormously enriched by past and current practice.

attempts at integrated programs were with influential and traditional professors, and because the students succeeded in both the content and the reading and writing areas, it became increasingly easy for me to work with other faculty members. I had proved my utility without threatening their autonomy. I had also changed my attitudes to those of helpfulness and acceptance rather than criticism and moral superiority.

Two years ago, I left the community college and became director of the Center for Applied Language and Mathematics at the College of Public and Community Service at the University of Massachusetts. This change brought me to an institution which explicitly addressed adult learners and their real life needs. My response was a professional growth spurt as I developed new applications for teaching literacy skills in a career focused context.

Thus we met at the College of Public and Community Service at a significant moment. The insights we each had gained found expression and opportunity for implementation in the position of the other. In the college we had the institutional environment to support the creation of new ways of addressing adult learners in terms of their reading, writing, speaking, and listening skills. The innovative quality of the institution itself encouraged our development as agents of change as we perceived new ways to join our interests and expertise to help adult students to change their lives.

ASSUMPTIONS AND IMPLICATIONS

Out of our experiences and changing perceptions, we developed three major assumptions about teaching literacy skills to adults. These assumptions and the implications which logically followed from them, became the undergirding for the practice which we designed.

* 1. The most fundamental assumption is that instruction should be based on an interpretation of the needs of the learners. One should not separate teaching from learning. The students' cognitive styles, experiences, backgrounds, concepts and language; their goals and what they perceive is necessary to achieve them; the environment in which the learning takes place are the mediums through which all teaching must be structured. Otherwise, teaching is merely expounding.

We, therefore, must understand what it means to be an adult learner. Knowles [8] tells us that adults have unique learning needs and styles, that:

* adults' self-concept is one of being self-directed rather than dependent;
* adults have a reservoir of experience which is a resource for their learning;
* adults' readiness to learn is oriented to the tasks of their social roles; and
* adult time perspective on learning is one of immediacy of application.

In addition, many researchers have found that adult learners, because of past failures or discomfort associated with memories of school, often have a negative self-concept and high levels of anxiety in the role of learner in a formal educational setting.

Adults learn best when the conditions are congruent with and reinforce their self-image as autonomous individuals, when the climate is one in which they feel accepted, respected, and supported. A spirit of mutuality between instructors and students can make it possible for them to attempt the challenging and difficult, free from fear of ridicule and punishment. Adult students should be given the opportunity to understand the theoretical basis for the methods of instruction which are being used. They should become aware of their own learning styles and of the learning techniques which are appropriate to those styles. They should be encouraged to use those methods with increasing independence. They should be encouraged to help themselves and to help each other. Rather than being passive recipients of teaching procedures, such students can become para-professionals in their own behalf.

An understanding of the unique characteristics of adult learners should lead us to a changed view of our role as teachers. In describing a helping relationship, Carl Rogers [9] stresses the importance of recognizing the separateness of the helper and the helped. The helper must be conscious of and respect her own feelings, needs, and rights, and, at the same time, permit the helped to be a separate person, free to be whatever he is. Even though the helper has the sincere intent to promote growth

and development, attitudes which foster dependency may have quite the opposite effect. This point of view is as valid in the adult classroom as in a therapeutic relationship.

Other educators and psychologists have stressed the need for the learner to remain separate and responsible for himself. Bruner[10] contends that the relationship is between one who possesses something and one who does not. This special problem of authority in the instructional situation affects the nature of the learning that occurs. Bruner's position is that the degree to which the learner develops independent skills and confidence to perform on his own determines the success of the instructional process. In terms of transactonal analysis theory,[11] transactions between teachers and students must be adult to adult messages rather than the more pedagogical stance of parent to child. In many classrooms the teacher's message is "I'm OK; you're not OK." A far more productive message is "I'm OK; you're OK."

Adults, given appropriate support, can teach themselves what they feel is important for them to know. We can help to create the environment for learning, provide some expertise into methods of learning, and help the learners find sources of data and materials. Most important, the teacher can provide the vocabulary for self-instruction. For example, if your car won't run, you may have a very limited repertoire of questions - "Am I out of gas?" "Is the battery dead?" Because your vocabulary is so small, you are as dependent as a child on the auto mechanic. In like manner, the adult student needs to enlarge his repertoire of questions: "What is the subject of this communication?" "What is the main point being made?" "How do the details support that point?" "What is the function of the communication?" "Who is the intended audience?" "What is the writer's point of view about the subject?" As in the car analogy, if the adult knows the questions, he may well be able to find the answers. The instructional mode, therefore, is one which stresses learning how to learn and assuming responsibility for learning.

We cannot, however, control the total learning environment of the adult student. What are the pressures and responsibilities of his home and family? What are the conditions of his workplace? What are the roles which he must assume in various aspects of his life? How do these factors affect his learning? How explicitly aware of their impact is the learner so that both learner and teacher can take them into account when designing an instructional program?

We need a changed perspective about instructional time when working with adult learners. Cross contends that conventional education has treated time as a constant

and has permitted the level of achievement to vary. She advocates planning instruction which offers opportunities for mastery, however long that may take. We would modify that and add "mastery of what the student wants to achieve" and in "as short a time" as well. The rigid structures of academic semesters and years seem inappropriate for people who want to learn for their own purposes and then to apply this learning to their own lives. Because adults are an extremely heterogeneous group, the time each needs to master the literacy skills for his own purpose may well vary. Form follows function, and the schedule of learning time must change to meet the needs of the adult learners.

We must change our view of the texts adult readers will use in the instructional process. Weinstein and Fantini [12] list three major concerns around which educators can base instructional situations and procedures:

*(1) concern about <u>self-image</u>;

*(2) concern about <u>disconnectedness</u>, a wish to establish a connection with others or with society at large, to know where one fits in the scheme of things;

*(3) concern about <u>control</u> over one's life.

Texts which deal with these three issues are texts which adult readers need or want to read.

* <u>The second assumption on which we have based our practice with adult learners is that reading is a congitive rather than a mechanical process</u>. Dewey's precept was that teaching should always be training in intelligence, judgement, and reasoning. He advocated establishing conditions in schools which would arouse and guide curiosity, promote the flow of suggestions, and create problems and purposes which would favor consecutiveness in the succession of ideas. Since Dewey defined thinking as the grasping in a conscious way of the common elements, teaching from a cognitive rather than a mechanical point of view would facilitate the transfer and utilization of whatever was learned.

The work of Jerome Bruner is of the greatest importance in structuring learning experiences in terms of mental processes. Bruner recognizes that skills are essential to any act of learning, but he stresses that in order to learn a skill, students must be taught within the context of the broader structure of the field of

knowledge. Unless details are placed in such a structured pattern, they are quickly forgotten. The more fundamental an idea, the greater its application to other areas. Understanding fundamentals in a structure makes the subject more comprehensible and permits learners to reconstruct the skills and details in other contexts when needed. Thus, teaching skills without making clear their function in a broad cognitive structure is uneconomical in its deepest sense. When students can perceive that basic processes are operations through which knowledge is gained, created, communicated, applied, and evaluated, those processes become available tools to the students in every area of their lives.

Bruner theorizes that the course of concept development moves through a hierarchy of representations for learning. The first form is enactive representation, the "we learn through doing" phase, and is based on motor skills. The second is iconic representation by which a set of images stands for a concept without defining it fully. This stage depends on visual or other sensory modes and is governed by the principles of perceptual organization. The third, and most sophisticated stage of intellectual growth, is symbolic representation which includes language and abstract manipulations. It is based on thinking processes.

Very useful definitions of the literacy process have been developed by the psycholinguists. Huey defined reading as an act of communication in which information is sent in the form of an arbitrary, conventional set of signals from a sender to a receiver. The receiver is not a passive instrument, but must make an active contribution if he is to acquire the available information. What meaning is received depends upon what is in the reader as well as upon the form in which the information is sent. Sending meaning in writing is a communications process based on structuring thoughts in a logical and coherent way and presenting them in a form that the reader can clearly understand.

The implications of this assumption, that reading is a cognitive rather than a mechanical process, are that the texts adult readers use to improve their reading skills are of critical importance to the acquisition of those skills; that the ways in which adults improve their skills are determined by the purposes for which they are reading and their familiarity with the content; and that the specific techniques of skills improvement grow out of adults' understanding of the progression from enactive through iconic to symbolic modes of learning.

* Our third assumption is that reading is a process inseparable from other linguistic processes. James Moffett [13] is one of the leading proponents of an integrated language program from kindergarten through college. He advocates a total program in which attention is given to speaking, listening, reading and writing as a complete approach to learning to use language. He views the role of instruction as helping students to expand their cognitive repertories so that they are capable of producing and receiving a broad range of kinds of discourse. He also stresses that students can learn best what is of value in language through the process of reading and writing, and then discussing what is written. Britton [14] hypothesizes that the primary task of language is to symbolize reality and to organize it in such a way that it can be coped with. Speech provides a systematic means of representing and classifying experience. It enables people to predict and generalize on the basis of experience. Speech is also a social activity which is used to explore, reconstruct, and communicate experience. Thus, speech enables us to participate in, and to remember and to make use of both our own and others' experiences and through this to build a more objective representation of the world. This, in turn, enables us to participate more freely and broadly in the world.

Britton contends that the process of composing in written language is wedded to that of reading and both relate to the learner's spoken language resources which rest on his own and his vicarious experience. He describes the reader as a highly complicated collection of ongoing processes which enable him to use the writer's words and set up an interaction between his processes and the writer's. His own processes result in expectations which color his reception of the writer's words. On the other hand, the writer is a very complicated collection of ongoing processes which determine the words he will use.

There is interplay between the development of reading and writing. While writing begins as written down speech, the more familiar one is with the diverse forms of written language, the more one draws upon these forms in one's own writing. At the same time, new experiences are investigated, explored and organized, first in talk which prepares the environment in which to absorb what one has read and which then forms the matrix from which one will write. In addition, writing is an especially complicated process because it requires the writer to continually assume the role of reader to evaluate the writing and then to revert to the writer's role to clarify or correct in terms of the reader's perceptions. The two roles are inextricably bound together.

The implications of this assumption are that the teaching of reading and writing should be integrated and that opportunities should be provided for students to speak about what they are reading and writing about. Writing assignments should be based on and become reading assignments. Learners are then both receivers and producers. The result is a unitary approach to literacy instruction which permits the flow from one mode of discourse to another and enhances each in the process.

These three assumptions formed the basis for our design of instructional programs. They enabled us to join our separate and complementary concerns: that adults learn literacy skills in ways which promote their ability to change their lives and that adults require literacy skills to facilitate their attempts to change their lives. Because we had found an institution which encouraged growth and change in both students and teachers as our learning and working environment, we had the opportunity to create forms which gave practical expression to these philosophical and theoretical stances.

PRACTICE

Within the college, we experimented with several forms of literacy skills instruction, taking into account the characteristics and needs of the adult learners, the content through which the skills would be learned, and the various language activities involved in achieving the purposes.

The first form was an adjunct course which complemented a content course. Students had elected to take a course to learn about societ's responses to problems. Most of the students worked in human service agencies and, in order to demonstrate competence in their career center, as well as to understand the reality of their work, they had to analyze and evaluate an agency in terms of the problem it attempted to address. The text used in the course was difficult in writing style, vocabulary, and concepts and the goal of the adjunct course was to help students to learn to read such a text. Worksheets were developed to facilitate reading each chapter (Addendum C) and class sessions were devoted to working through those sheets as well as to instruction in the specific skill needs which emerged. To facilitate extraction of meaning, students were taught techniques locating the main ideas in the text, and together students and teacher annotated the text.[15.] (Addendum D) Because the text was written in the "dialect" of sociology and assumed a high level of prior theoretical knowledge, Sherman and the faculty who taught the content, had to interweave their teaching. Sherman was able to show them readability factors in the assigned text which required further explication from them. For example, the author assumed that the readers knew the differences between capitalism and socialism as well as understood terms such as conservative and radical in their sociological context. Once the instructors perceived this, they used their class time for explication of the concepts rather than relying on the text to provide the background for their teaching.

When students began to write their agency analyses, Sherman went to the content class and developed with them an iconic form which enabled them to sort and categorize the elements about which they were writing. (Addendum E) This was the same pyramid diagram which they had been using to clarify the organization of the material they had been reading.

Sherman worked with both students and content faculty on oral presentations of the agency analyses so that students in the content classes were able to share their perceptions. She also developed ways in which students got college credit for the writing and speaking which they were doing while learning and getting credit for content as well.

Because the skills needs of the students were so disparate, a student tutor became part of the instructional team. He sat in on both the adjunct and the content courses and worked with students who needed more help on a one-to-one basis. However, the real world time pressures on the students varied and some could not attend the adjunct class in the morning. So the tutor helped students set up self-help groups in the evening, facilitating their study with the work sheets and techniques he was learning.

The advantages of this program were that:

* skills were taught in terms of the content students wanted or needed to know and which related to their lives;
* writing skills were integrated with reading skills and students were given opportunities to improve and demonstrate speaking skills around the same content
* content faculty became aware of literacy skills issues in their teaching;
* students were encouraged to work together in ways and at times related to their real life needs;
* the student tutor gained teaching skills and was able to use them independently.

The disadvantages of this program were:

* the time frame was set in a conventional semester schedule and was too long for some and too short for others;
* the text was the only reading which was used and students were not encouraged to seek other texts;
* only one kind of reading was explored - reading a text for concepts.

Other forms of instruction were developed to enhance the advantages and eliminate the disadvantages of the first model.

A group of students working in and studying community planning wanted to understand the concepts of Marxism and social change. They asked a leading Marxist housing expert on the faculty to teach a course in Marxist writings for them. The expert came to Sherman because he understood how difficult it is to get, in I. A. Richards' words,"the plain sense" of such reading. Sherman and the exptert planned the seven week course together and produced a diagram (Addendum F) which was shared with the students. They then team taught the course, Sherman learning about Marxism and the expert learning about teaching reading. Students learned the most sophisticated reading skills necessary to read Marx, Lenin and Engels. These are skills which require an understanding of the purposes and intended audience of the writers and their times,while, at the same time, require the reader to make explicit his purpose so that he can read in a highly selective way. Students read and wrote and spoke about the content and gained college credit for their written analyses of the works and their oral presentations of their interpretations and criticisms. They also gained a new set of literacy skills tools and intellectual understandings with which they could address issues which were important to them. The expert became so adept in dealing with the process as well as the content of Marxist writings,that he subsequently taught a course on advanced reading skills. We are all teachers and learners in different aspects of our lives and programs such as this provide growth and learning for all the learners involved - faculty and students alike.

A model for addressing adult literacy skills was developed by a group of students who were studying human development. These students also worked in agencies which dealt with young children or with senior citizens. They asked Sherman to work with them and together they designed an 8 session program in which they could improve and demonstrate their skills in reading, writing, and speaking while learning the content of a course in human development. (Addendum G) Sherman first presented a workshop in pre-reading skills, that is, those skills which enable adults to survey a book in a familiar field to discover the author's purpose, the intended audience, and point of view and, on those bases, to evaluate the book's utility to them. The workshop was held in the library so that the students could practice pre-reading books which they might use for the research

papers they had to write. The subjects reflected their work and life experiences and thus they had the necessary background information to enable them to use the inference the task demanded.

They improved and then demonstrated reading competence with books they selected and gave oral presentations on subjects related to human development and their real life responsibilities. Some of the presentations were also given at their work places and the learning that went on with Sherman's instruction and other students' critiques helped them perform successfully on the job as well as in the classroom.

Sherman was available for individual conferences when students requested them. The instructor teaching the human development course became increasingly involved in the program as these students enthusiastically shared with him the knowledge and skills they were gaining. Their planning the program, deciding on the texts they needed and wanted, and utilizing faculty as facilitators gave them power over their learning of both skills and content and they grew in competence as well as in confidence.

The most recent model the Center for Applied Language and Math has developed for addressing the literacy skills of adults is "The Language Place." In order to provide more flexible instruction in time frames related to learners' needs and using material which learners want to work with, fewer language courses were scheduled. Instead, center faculty volunteered time in "The Language Place." The introductory brochure is addressed to faculty, staff, agency personnel, and students.

> "This Fall we will offer these options: one-to-one and small group meetings with ALM faculty and tutors, workshops on a wide variety of topics, and ongoing writing and discussion groups. Some possibilities:
>
> You might come to us to work on notetaking
> or
> because you haven't written for a long time
> or
> because your writing is O.K.
> and you'd like it to be terrific,
> or
> because you feel as if you read too slowly

or

you'd like to improve your reading comprehension

or

learn to use the library more efficiently

or

rehearse speaking in public

or

because you're a faculty member who wants some company in considering student papers,

or

a staff member with a sticky reading or writing project

or

a worker in an agency with complex regulations to read or a report to write

or

just because you'd like to figure out what strengths you have and what help you need with your reading or writing....

For any of these possibilities or the others we haven't thought of - come see us at "The Language Place."

The "Language Place" will be permanently housed in a classroom at the college and we hope will provide adult learners with literacy skills support in ways that are congruent with their own learning styles using the content they need or want to deal with.

Within the workplace, we experimented with other models for teaching adult literacy skills. We gave chosen as an illustration of these models, a program designed for the employees of the Office of Environmental Affairs of the City of Boston. This office is a community health service agency with Boston's Department of Health and Hospitals. The Office focuses on two major areas of urban environmental pollution: the prevention of lead paint poisoning and removal of its primary source,and the removal of rodents and the conditions which allow them to thrive.

The agency services an area of Boston that is designated by the Census Bureau as "The Zone of Excess Deaths." This zone is characterized by a death rate which is twice the mean for the rest of the state. In addition to the rodent and lead paint problems, there are other variables which contribute to the problem of mobidity and mortality. Two of these are low incomes and high unemployment. The agency adheres to its funding guidelines which mandate the employment of environmental workers who are themselves residents of the target area served. Thus, the Office of Environmental Affairs, by directly attacking pollution as well as providing employment and career mobility for residents, addresses the crucial factors of urban environmental blight in "The Zone of Excess Deaths."

In 1976 Buchanan had initiated a collaborative relationship with this agency to develop a program in which workers were enrolled in the college. For a variety of reasons, the primary one being the low level of literacy skills, the worker/students progressed very slowly toward their goals. They became discouraged and dropped out of the program. The College in its formative years was not able to supply the resources or expertise to address their need. However, both the agency and the College were committed to seeking a solution to the high attrition rate in the program and to providing instruction in the skills necessary both for academic achievement and work place competence. The Director of the agency affirmed this goal when he wrote, "We have a longstanding commitment to hiring community residents and helping them both to maximize existing skills and to develop new skills through service to the community. ....the philosophy of the program is that this can only be accomplished when the residents of a specific community are themselves given the tools to improve and maintain the environmental quality of the community. I am particularly concerned with the development of adequate literacy skills."

This need provided the impetus for our collaboration in joining our individual expertise and our shared commitments.

In Spring 1979, we wrote a proposal to the United States Office of Education (Title I) proposing a training and development program to improve the literacy skills of workers at the OEA Agency. The proposed program was funded and we began operation that fall with a program staff housed in the agency at Boston City Hospital. The program staff worked closely with the agency administrators and workers to identify agency functions and worker needs.

* They found that the workers had credibility and acceptance within the inner city but, in trying to educate and motivate community residents, landlords and officials to combat environmental hazards, they had a very difficult task. They needed to be able to make effective use of each opportunity as they performed their required service roles as Community Health Aide, Environmental Investigator, Screeners and Advocates in their community contacts.

* These workers provided the following services: door-to-door neighborhood and resident inspection, education of community individuals and groups, referral and follow-up to services other agencies provide, advocacy for community residents, enforcement of State and City Sanitary Codes, hazard and lead paint removal, and provision of medical treatment and follow-up for lead poisoned victims. All the tasks require literacy skills and workers' performance was often diminished by their low level of skill.

* The majority of the workers are Hispanic, black or Asian; almost half are women; the average number of school grades they completed is 11, but their actual skills levels are far lower as a result of their inferior schooling.

* The work place environment is hierarchical and competitive. The lower level jobs - "Aides" and "Investigators" - are highly prescribed as are the work schedules, and reporting procedures. Ultimate authority on all issues rests with the Director to whom all unit supervisors report.

These learners and this agency provided the context for which the program staff had to design a literacy skills program.

The workers were involved from the beginning, first in an orientation to the goals of the program, and then by participating in a task analysis. They responded enthusiastically to individual interviews which the project staff conducted to gather

information about their duties and responsibilities. Then each worker, with the assistance of the staff, completed a process of self-assessment of the skills they required for doing their tasks, using diagnostic materials developed especially for this stage of the learning process.

Using the information derived from the task analysis and skills self-assessment, the program staff with Sherman, as curriculum consultant, developed the training curriculum. As they worked together, they became aware of five generic capabilities which are required to complete tasks effectively.

1) Definition of purpose
2) Collection of data
3) Organization of data
4) Communication and/or application of data
5) Assessment of performance

It was then the task of the staff and curriculum specialists to write the competencies (Addendum I) which required demonstration of reading, writing, listening, and speaking skills relevant to the workers' job responsibilities. Each competency included the five generic capabilities as the undergirding for learning and demonstrating the skills.

Instructional modules for teaching and learning the skills required by each competency were then developed as well. In addition to the literacy skills competencies, interpersonal and training skills competencies and modules were also developed.

The reading competencies (Addendum J) demonstrate the results of this development process. As a result of the task analysis, it was clear that four basic types of reading were necessary for job performance:

a) survey reading, that is, anticipating the utility of written material by determining the author's purpose, intended audience, point of view, and needed content;
b) reading for application, that is, being able to perform a task based on information extracted from written material;
c) reading for restatement, that is, being able to tell others, either orally or in writing, information extracted from written material, and;
d) reading for concepts. That is judging the content and/or concepts of written materials in order to make a work-related decision.

The texts for each of these reading functions are the regulations, manuals, codes, handbooks, reports, and technical text books required by the job. Unlike traditional texts in reading programs, the content is perceived by the learner as vitally important, while, at the same time, being both familiar and immediately applicable to his needs. It is material which enables the learner to change his life in some recognizable way - feeling more competent, gaining skills for job advancement, becoming more in control of work life environment.

The instructional phase of the program is just now beginning yet the impact of the program has already been felt. The agency director recently reported to us that he noticed higher morale among the workers which he attributed to their involvement in the design of the program. He noted too their commitment to the program citing, as an example, the fact that a group of workers had volunteered to work six extra hours a week to learn how to be para-professional trainers in the program. As workers became more aware of the skills required by their tasks, their productivity level increased. Workers were feeling freer to talk to each other about their tasks giving and receiving help as they needed it. Thus, change was being effected in the agency in ways that improved the quality of the workers' lives. The environment is beginning to be less competitive and more motivating. Because the content of the literacy skills instruction is what the learners need or want to deal with; because the instructional form (schedules for class time, format, and style) is adapted to the environment of the work place; because the literacy skills instruction interweaves reading, writing, listening and speaking in ways that workers can apply to their work tasks; because feedback in terms of real life achievement is received within a short time span; and because the texts are what these adult readers need and want to use, we expect that this program will have a continued positive impact on student learning and agency performance.

CONCLUSION:

In many ways the process of learning employed by the authors exemplify the processes of adult learning we have described. The learners could be characterized by their high academic achievement, by their shared social values, and by their pragmatic approach to solving problems. Their learning was motivated by the problems they encountered in their work sites and their reflection on the practice in terms of their theoretical positions. Their greatest learning took place in institutions which encouraged experimentation and change.

They did not only read about the areas which concerned them, but wrote reports and papers analyzing and evaluating their practice; spoke both with professional and lay groups about their concerns; attended conferences to learn from others in similar fields; and at each step of their development, put their learning into practice. Finally, the texts these adults read had content they needed and wanted to read.

Thus, we, in our lives, have demonstrated the validity of our three assumptions, and our own practice has validated the adult learning processes we advocate.

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COMPETENCY 1

Competency Statement:

Given a different perspective about adult readers and the texts they need or want to read, can change one element of current practice.

Rationale:

Learning is a conscious change in behavior which may result from a tension between current practice and reflection on that practice. This competency asks you to reflect on some facet of your own practice. This reflection may lead you to change a teaching method or use some new materials; to find out more about the subject for yourself; or to explore the subject with colleagues.

Standards:

1. Choose an area of current practice for reflection. (for example, your own further professional development or a text book you have assigned for a course you're teaching)
2. Describe the relevant elements of that current practice.
3. Decide what action you will take.
4. Describe what you did.
5. Evaluate your change in behavior.

Demonstration of Competency:

Record the change process either in writing a journal or by keeping notes. You may also choose to do this orally on a tape.

Demonstration may be mailed to Buchanan and Sherman, CPCS, U.Mass/Boston, Boston, Ma. 02125, USA for further discussion via mail.

COMPETENCY 2

Competency Statement:

Can identify an adult population with a need for some literacy skills improvement and can investigate ways to set up a program with that population.

Rationale:

Learning can take place in many locations- churches, work sites, libraries, community organizations. Because adults learn best what they need or want to know, the learning site and the content must be related to their needs. Reading teachers can expand their scope of influence by creating new learning environments for a growing population of adults who are motivated to improve their literacy skills.

Standards:

1. A specific population must be described in terms of learning site and literacy skill needs.
2. Contact must be established with that population.

Demonstration of Competence:

1. Written description of population and location must include:
   a. age and educational level of population
   b. literacy skills required for performance of population's chosen tasks.
   c. literacy skills needed by the population performing the tasks at the location. For example, a parent study group at a child care center might need help in reading books on child psychology and development. A group of workers at that same child care center might need to read case studies and use them to improve their own report writing.
2. Evidence of contacts made with the population must include:
   a. initial contact
   b. your proposal for working with the population
   c. negotiation for proposal implementation.

   (Evidence can include letters, memos, written reports of phone calls, journal entries, news clippings, taped discussion)
3. Your evaluation of 1 and 2 must include:
   a. what you did right
   b. what didn't work well
   c. what you might have done differently
   d. how you feel about the experience

Demonstration may be mailed to Buchanan and Sherman, CPCS, U.Mass/Boston, Boston, Ma. 02125, USA for further discussion via mail.

ADDENDUM C

SURVEY SHEET FOR PRE-READING OF THE STUDY OF SOCIAL PROBLEMS BY RUBINGTON AND WEINBERG

I. In order to become familiar with this text:

A. Read about the editors and read the blurb on the back cover.

B. Read the Preface, pages v and vi.

C. Read the table of contents.

D. Read pages 3 to 12. These serve as the introduction to this book.

E. Read the summary of the book. This is section III, pages 243 to 251.

II. Another way to prepare yourself for reading a text, is to become familiar with the vocabulary of the field:

A. List on a separate sheet any important words which you encountered in the pre-reading.

B. See if you can define these words from the context in which they appear.

C. If you cannot define them from the context, look them up in a dictionary.

D. Write the definition of each of the words AS THAT WORD IS USED IN THE TEXT.

III. Help yourself to perceive the overall organization of the book by completing the pyramid structure diagram which is attached to this sheet.

IV. Pre-reading Competency questions. Answering the following questions fully and in well written paragraphs will prepare you to take the pre-reading competency which will use another book recommended for the course that you are taking.

A. For what audience was this book written?

B. What are the authors' purposes in writing this book?

C. What bias or biases can you perceive in this work?

D. In what ways do you feel that this work will be useful? Do you perceive any limitations?

Make sure that you have supported your answers with evidence from the parts of the book (I A-E) which you have read.

ADDENDUM C

Pre-Reading Sheet- Chapter 5 - The Study of Social Problems

I. Before reading this section which deals with a perspective which followed Social Disorganization, it would be useful to review Clinard's criticism of that perspective on pages 89 and 90. He pinpointed 6 weakness in the Social Disorganization perspective. They are:

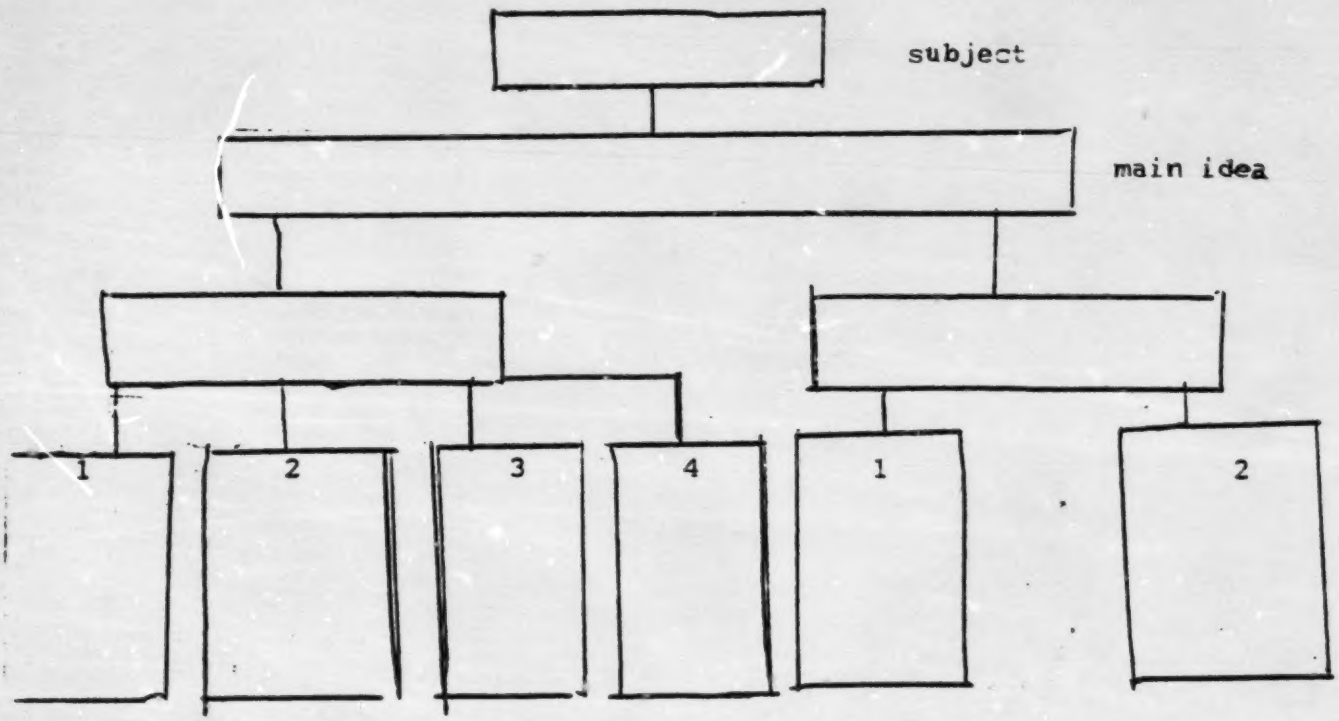
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

II. Read the introduction on pages 149 and 150.

A. The first paragraph is in ∇ form and restates the main idea four times. That main idea is: _____

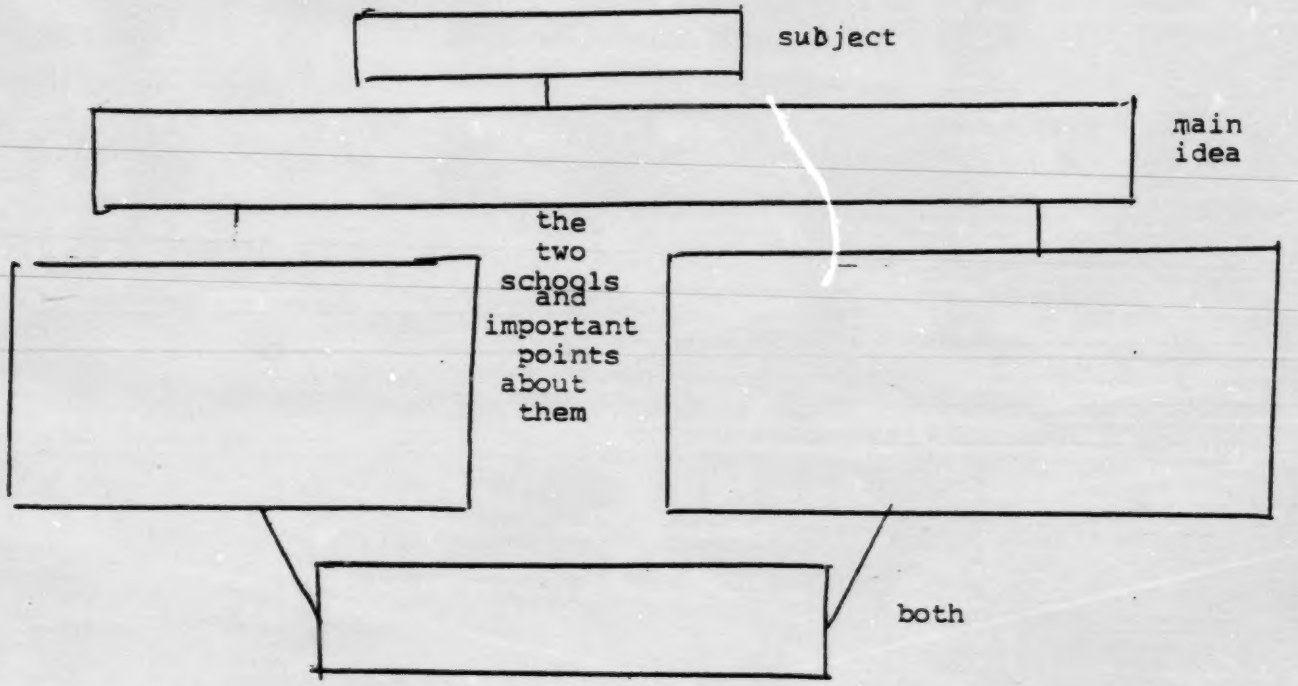
_____.

B. The second and third paragraphs contrast two aspects of the subject. Complete this diagram:

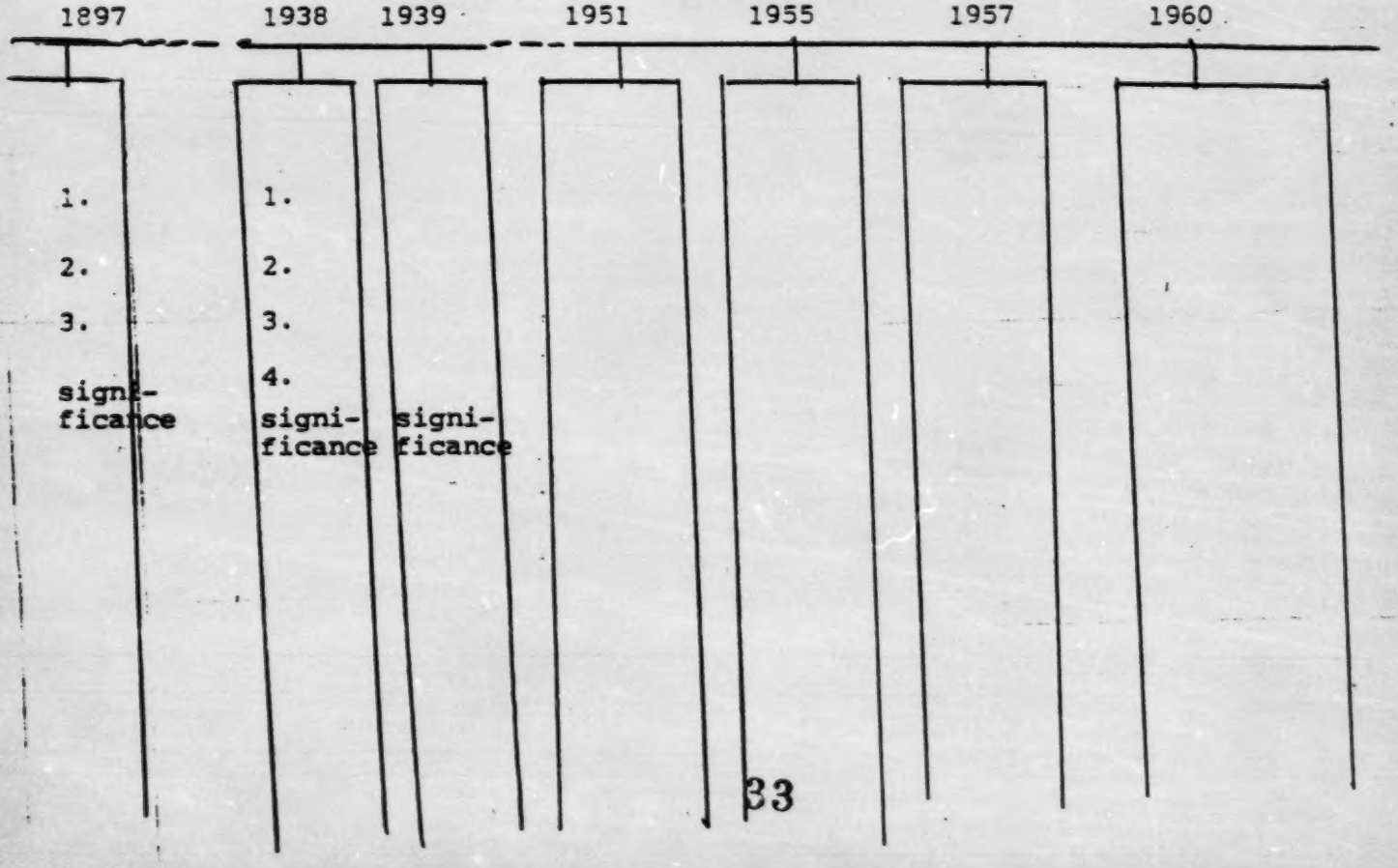


ADDENDUM C

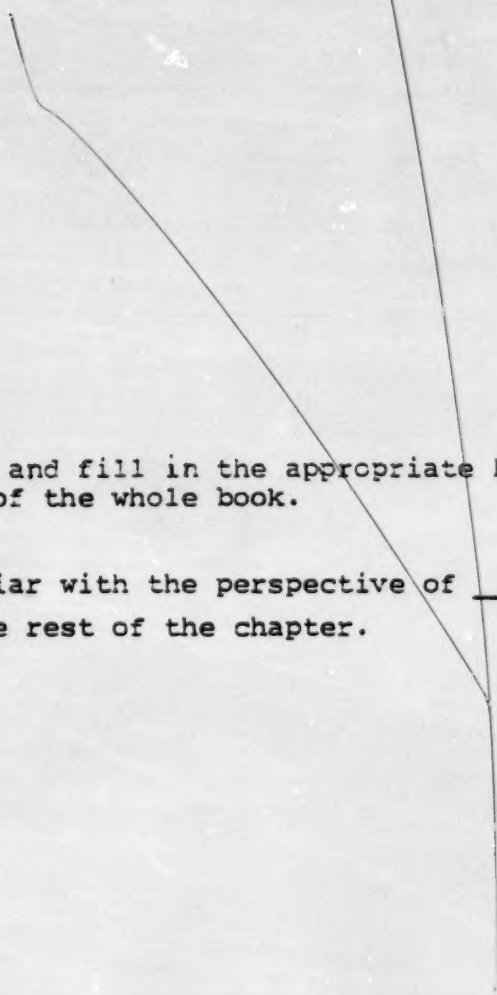
III. Read The Refocusing of Sociological Thought pages 142-144. It presents another comparison- contrast. Complete the following puramid diagram:



IV. Read pages 144 through 148. These ssctions are in chronological order. Complete the following time line:



V. See if you can portray the information which you placed on the time line in a different iconic form which might better show the relationships of these events.



VI. Read pages 149 and 150 and fill in the appropriate box on the pyramid which is the overview of the whole book.

VII. Now that you are familiar with the perspective of _____ _____, read the rest of the chapter.

lectually distinct, and considerably more systematic—benefiting, of course, from the greater maturity of sociology as a discipline at the time it developed. It is instructive, at this point, to compare these two perspectives in terms of their subject matters, vocabularies, methods, and concerns with practical applications. The social pathologists, it will be recalled, studied social problems by looking at the failings of individuals and institutions. Their concepts and vocabularies, however, were borrowed from other disciplines, most notably medicine. Their methods were more philosophical than scientific. Finally, they wanted action; they wanted to apply their discoveries to the solution of social problems.

Writers using the social disorganization perspective, in contrast, studied social problems by examining social rules. They developed their own conceptualizations and vocabularies. They became more concerned with development of theory and with precision in methodology. Finally, their emphasis on theory led them to be more concerned with acquiring knowledge than with finding practical solutions to social problems.

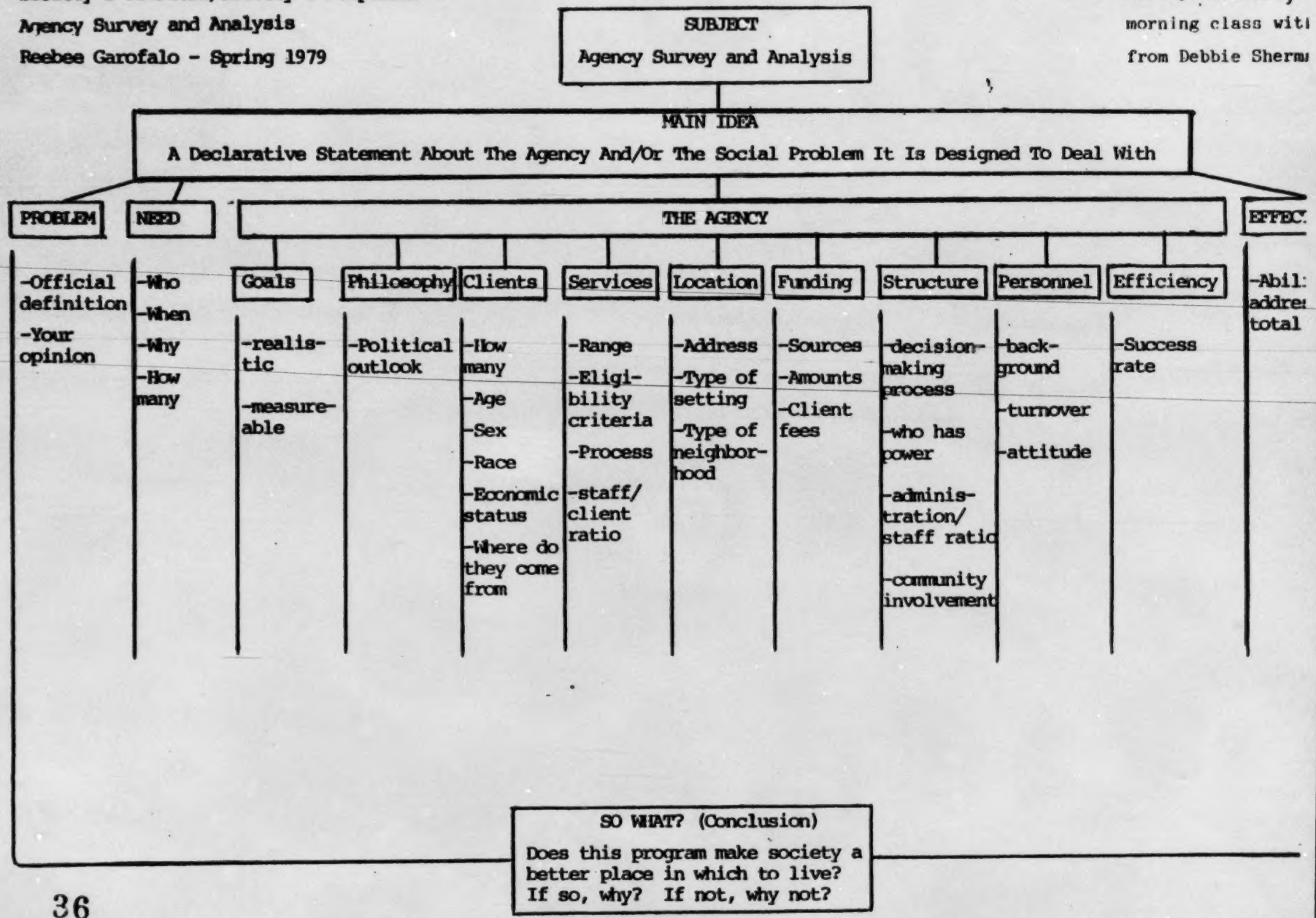
This comparison of the pathology and disorganization perspectives brings up the chronic division of opinion in sociology regarding whether sociologists should themselves make moral judgments or should merely study the moral judgments of others. Pathologists made moral judgments with regard to institutions and individuals alike. Disorganization writers, in contrast, chose to study moral judgments in a more detached, "objective" manner. (The social disorganization perspective, however, has since been criticized for not being objective. Critics have charged that nonconforming ways of life are often called disorganized when, in reality, they simply represent a different form of social organization. See, for example, the Clinard reading in this chapter.)

Deviant Behavior and Disorganization

> A property of the rules of the game which is of the most fundamental importance is the fact that these rules are definitional statements. They do not tell us what is the right or the wrong thing to do; they merely tell us whether what we are doing is part of a given game. There are also rules of right conduct, morality, fair play—what we have called institutionalized expectations. But violations of these rules of right conduct, if they are covered by the rules of the game, are themselves game events and need not constitute a breach in the constitutive order of events. It may, for example, be forbidden to step over a certain line, to strike another player, to spit on the ball. If the constitutive rules designate such events as "fouls" or "cheating" and prescribe a penalty, events and penalty are part of the constitutive order. In short, deviant behavior is not defined by the same rules that define game events and therefore does not, merely by virtue of being deviant, constitute disorganization.

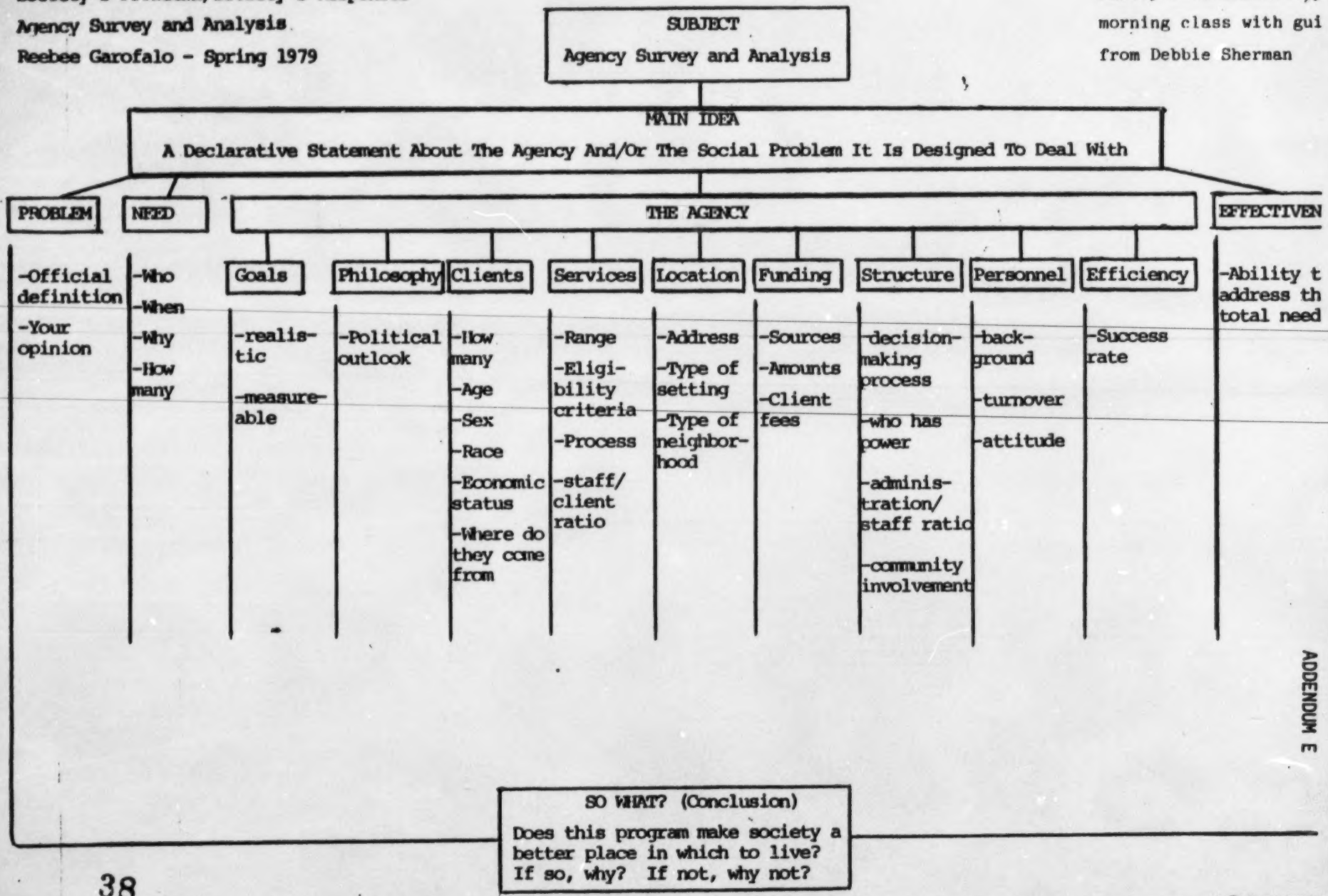
Society's Problems/Society's Responses
Agency Survey and Analysis
Reebee Garofalo - Spring 1979

Survey form creat
morning class wit
from Debbie Sherm

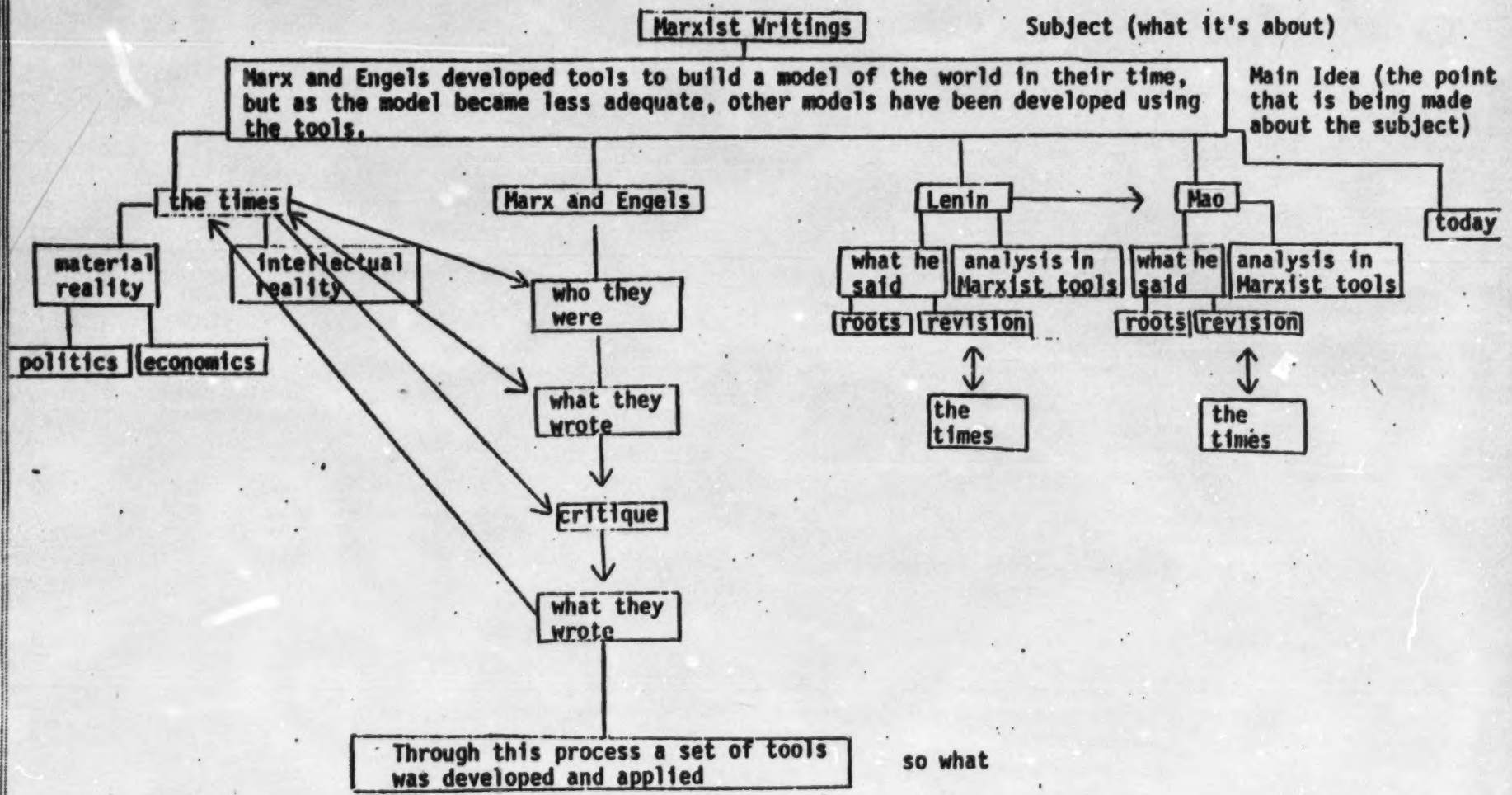


Society's Problems/Society's Responses
Agency Survey and Analysis
Reebee Garofalo - Spring 1979

Survey form created by morning class with gui from Debbie Sherman



ADDENDUM E


Marxist Writings
Subject (what it's about)
Marx and Engels developed tools to build a model of the world in their time, but as the model became less adequate, other models have been developed using the tools.
Main Idea (the point that is being made about the subject)
the times
material reality
politics
economics
intellectual reality
Marx and Engels
who they were
what they wrote
critique
what they wrote
Lenin
what he said
analysis in Marxist tools
roots
revision
the times
Mao
what he said
analysis in Marxist tools
roots
revision
the times
today
Through this process a set of tools was developed and applied
so what

LANGUAGE AND HUMAN DEVELOPMENT - A SERIES OF ADJUNCT WORKSHOPS

Thursdays: 11:40 - 12:40
Room 610

Instructor: Debbie Sherman
Office: Rm. 720 (x340)

These workshops are open only to students in Gary Siperstein's course "How We Become," which addresses the Human Development Competency. Students will use works related to Human Development to address three ALM competencies: Pre-Reading, Technical Communication, (speaking) and Comprehending The Work.

February 21 - Pre-Reading - a workshop on pre-reading techniques, using books on human development. The test may be taken at this time.

February 28 - Comprehending The Work - a workshop on this competency. Bring a book dealing with human development which you want to read.

March 6 - How to write the Comprehending The Work Competency

No sessions March 13, March 20

March 27 - Planning the Technical Communication speaking competency using a subject in human development.

April 3 - How to present the Technical Communication speaking competency demonstration

April 10, 17,24 - Technical Communication rehearsals and presentations

ADDENDUM I

CLUSTER COMPETENCIES

Title I '79-80

The Cluster Competencies are the domain specific applications which can be identified and assessed in the work situation. They are derived from the interrelationship of the five generic capabilities and the Task Analysis Matrix. They represent the curriculum which is viewed as a totality of the learning and work tasks inherent in the functioning of the Office of Environmental Affairs.

I. *RECORD KEEPING:*

Cluster Competency A: Information Collection And Processing -- Forms and Records

Cluster Competency B: Logistics -- Supplies And Equipment

Cluster Competency C: Personal Organization And Record Keeping

II. *COMMUNICATIONS:*

Cluster Competency A: Survey Reading

Cluster Competency B: Reading For Application

Cluster Competency C: Reading For Restatement

Cluster Competency D: Reading For Concepts

Cluster Competency E: Listening For Information

Cluster Competency F: Listening To Understand Someone

Cluster Competency G: Listening For Restatement

Cluster Competency H: Providing Written Information For Internal Agency Use

Cluster Competency I: Providing Written Information For Internal And External Agency Use

Cluster Competency J: Providing Written Information To Funding Sources And Trustees/Board

Cluster Competency K: Phone Usage And Memos

Cluster Competency L: Providing Written Educational Information For The Public

Cluster Competency M: Providing Written Technical/Medical/Legal Information

Cluster Competency N: Editing And Revising Written Information

Cluster Competency O: Study And Organizing Methods

Cluster Competency P: Library And Document Research

Cluster Competency Q: Form And Chart Design

Cluster Competency R: Media

Cluster Competency S: Speaking Informally To Groups And Individuals

ADDENDUM I

Cluster Competency T: Public Speaking As Agency Representative

Cluster Competency U: Written Translation - English To Spanish

Cluster Competency V: Oral Translation - English To Spanish

III: *INTERPERSONAL RELATIONS:*

Cluster Competency A: Making Meetings Work

Cluster Competency B: Team Building A

Cluster Competency C: Team Building B

Cluster Competency D: Group Decision Making

Cluster Competency E: Interviewing

Cluster Competency F: Theories Of Change

Cluster Competency G: Dynamics Of Group Development

Cluster Competency H: Analysis Of Small Group Behavior

Cluster Competency I: Organizational Behavior

Cluster Competency J: Organizational Change

Cluster Competency K: Helping Skills

Cluster Competency L: Supervisory Leadership

Cluster Competency M: Networking

IV. *ORIENTATION -- OJT:*

Cluster Competency A: Agency And Job Orientation

Cluster Competency B: Teacher Training And Implementation

Cluster Competency C: TDP Development And Administration

V. *ADMINISTRATION:*

*Cluster Competency A: Fiscal Management

Cluster Competency B: Grantsmanship

VI. *PLANNING/DEVELOPMENT:*

Cluster Competency A: Research And Evaluation

VII. *UTILIZATION OF TECHNICAL/MEDICAL/LEGAL EXPERTISE*

*Cluster Competency A: Rodent Extermination

*Cluster Competency B: Housing Inspection

*Cluster Competency C: Deleading Premises

*Cluster Competency D: Administering Medication

*Cluster Competency E: Housing Court Appearances

VIII. EQUIPMENT OPERATION AND MAINTENANCE:

*Cluster Competency A: Office Equipment

*Cluster Competency B: Motor Vehicles

*Cluster Competency C: Laboratory Equipment

*Cluster Competency D: Operation And Maintenance Of Bait Mixer

*Cluster Competency E: Operation And Maintenance Of Deleading Equipment

IX. PRODUCTION:

*Cluster Competency A: Harborage Removal

*Cluster Competency B: Building Maintenance

*Cluster Competency C: Deleading Production

* AGENCY TRAINED COMPETENCY

CLUSTER COMPETENCY A

SURVEY READING

COMPETENCY STATEMENT:

Demonstrating the five (5) generic capabilities, employees will anticipate the usefulness of written material needed to perform job task, determining - author's purpose, intended audience, point of view, and needed content.

RATIONALE:

This is an essential and constantly performed competency which applies to all employees whose job responsibilities demand that they read, understand and apply written information. Surveying permits the reader to become familiar with written materials before reading them. The reader then has the knowledge to; a) choose whether to read further for his/her purpose; b) decide if additional sources are required; and c) read efficiently because he/she has an overview of the material. This competency interrelates with many other competencies; all reading competencies include this competency in their standards.

STANDARDS:

(1) Employee identifies at least three (3) situations in which he/she must survey written materials in order to determine their usefulness to performing a job task. (One situation must require a text book, another, an agency document or data sheet, and the third, a periodical or article). (G.C.1)

(2) Employee survey reads and collects the following appropriate information from the written material: (G.C.2)

a. the title
b. any information concerning book and/or author
c. date and place of publication, publisher
d. preface and/or introduction, abstract
e. table of contents
f. visual aids
g. index and/or glossary
h. summaries
i. headings, chapter sections
j. references and/or bibliography
k. organization and categorization of data sheet

(3) Employee organizes above information and collects any other information from written material which is necessary to the task. (G.C.3)

(4) Employee applies information to determine author's purpose. (G.C.4)

(5) Employee applies information to determine intended audience. (G.C.4)

(6) Employee applies information to determine point of view. (G.C.4)

(7) Employee determines if the surveyed written material is useful to performing job task, and if further information or other sources are needed. (G.C.4)

(8) Employee assesses his/her performance in terms of the following: (G.C.5)

a. What information was I looking for?
b. What did I need that information for?
c. Was I able to find all the information that was available and/or needed?
d. Was I able to use the survey techniques to determine (1) author's purpose (2) intended audience (3) point of view?
e. Did I organize the information in a logical and useable manner?
f. Was I able to apply the information to determine usefulness of written material to the task?
g. Did I have to go to more than one source to get the needed information?
h. Did the performance of my task reflect the information and material surveyed?

(1) -- Employee participates in a Self-Assessment interview with TDP member bringing answers to questions stated in Standard H.

(2) -- Employee presents portfolio of completed agency work which documents how the Standards were utilized and fulfilled. Portfolio must contain at least three (3) situations and at least one (1) from each of the following: (a) textbook, (b) agency document or data sheet and (c) periodical or article from periodical.

-- Employee completes paper and pencil test on job related reading with 95% accuracy.

(3) -- Employee receives documented positive feedback from supervisor or observer rating.

II. COMMUNICATION

ADDENDUM J

CLUSTER COMPETENCY B

READING FOR APPLICATION

COMPETENCY STATEMNT:

Demonstrating the five (5) generic capabilities, employee will perform a job task based on information extracted from written materials.

RATIONALE:

This is an essential and constantly performed competency which applies to all employees whose job responsibilities demand that they read, understand and apply written information. Instructions and regulations provide a common form for reading for application. Sometimes those instructions and regulations are clear, but in other cases they may be imbedded in more complicated material and you must extract what's needed for your purpose. This competency inter-relates with many other competencies and may be addressed while working on other competencies.

STANDARDS:

(1) Employee identifies at least three (3) situations in which he/she must read written materials to apply needed information for specific task. (G. C. 1)

(2) Employee locates sources of information to meet these three (3) situations and obtains needed written materials. (If necessary maintaining confidentiality according to agency policy and procedures.) (G. C. 2)

(3) Employee utilizes "survery reading" skills to determine if all needed materials have been gathered and are appropriate to the task. (G. C. 2)

(4) Employee reads, extracts and organizes needed information from written materials. (G. C. 3)

(5) Employee performs job task applying extracted information. (G.C. 4)

(6) Employee identifies informational content that is important for future use and maintains it. (G. C. 4)

(7) Employee assesses his/her performance in terms of the following:(G.C.3

(1) What information was I looking for?

(2) What did I need that information for?

(3) Was I able to find all the information that was available and/or needed?

(4) Did I survey read the source(s) to determine if it was appropriate to the task?

(5) Did I organize the information read and extracted in a logical and usable manner?

(6) Was I able to apply the information to the task?

(7) Did I have to go to more than one source to find the needed information?

(8) Did the performance of my task reflect the information that I read?

ASSESSMENT:

(1) -- Employee participates in self-assessment interviews in TDP member bringing answers to questions listed in Standard 7.

(2) -- Employee presents to TDP member a protfolio of cbmpleted agency work which documents how above standards were utilized and fulfilled. Portfolio must contain 3 examples of how Reading for Application was utilized on the job and at least one example of Standard 6.

-- Employee completes a paper and pencil test based on job related readings with 95% accuracy.

(3) -- Employee receives documented positive feedback through supervisor or observer rating.

CLUSTER COMPETENCY C

READING FOR RESTATEMENT

COMPETENCY STATEMENT:

Demonstrating the five (5) generic capabilities, employee will restate in oral or written form information extracted from written materials.

RATIONALE:

This is an essential and constantly performed competency which applies to all employees whose job responsibilities demand that they read, understand and restate information to others. Understanding the "plain sense" of written material is necessary before judging or interpreting it. The "plain sense" is what is written, not your opinion of it. Restating information is presenting the "plain sense" of written material of someone else.

STANDARDS:

(1) Employee identifies at least three (3) situations in which he/she must read written materials to restate needed information for specific task. At least one (1) restatement must be written and one (1) must be oral. (G.C.1)

(2) Employee locates sources of information to meet these three (3) situations and obtains needed written materials. (If necessary maintaining confidentiality according to agency policy and procedures). (G.C.2)

(3) Employee utilizes "survey reading" skills competency to determine if all needed materials have been gathered and are appropriate to the restatemnet task. (G.C.2)

(4) Employee utilizes "reading for application" skills if appropriate to the performance of the restatement task. (G.C.4)

(5) Employee reads, extracts and organizes needed information from written materials. (G.C.3)

(6) Employee identifies his/her purpose and intended audience to plan restatement. (G.C.1)

(7) Employee accurately and clearly restates all needed information in written or oral form, taking into account information identified in Standard 6. (G.C.4)

(8) Employee identifies informational content that is important for future use and maintains it. (G.C.4)

(9) Employee designs a method for getting documented feedback from audience. (G.C.5)

(10) Employee assesses his/her restatemnt in terms of the following: (G.C.

a. What information was I looking for?
b. What did I read that information for?
c. Was I able to find all the information that was available and/or needed?
d. Did I "survey the source(s)" to determine if it was appropriate to the task?
e. Did I need to "read for application" to understand the necessary information?
f. Did I restate the information accurately and clearly?
g. Was I able to identify my purpose, and intended audience for restatement?
h. Did my restatement include all the needed information? (Including Standard 6)
i. Did I have to go to more than one source to find the needed information?
j. Did I develop a method of obtaining audience feedback and obtain that feedback?

(1) -- Employee participates in a Self-Assessment interview with TDP member bringing answers to questions stated in Standard 10.

(2) -- Employee presents portfolio of completed agency work which documents how above standards were utilized and fulfilled. Portfolio must contain at least 3 examples of how information was used for restatement. At least one example must be in written form, and one in oral form (tape), and at least one example of how Standard 8 was utilized.

-- Employee completes a paper and pencil test based on job related readings with 95% accuracy.

(3) -- Employee receives documented positive feedback through supervisor or observer rating.

-- Employee receives documented positive feedback from audience.

ADDENDUM J

CLUSTER COMPETENCY D

READING FOR CONCEPTS

COMPETENCY STATEMENT:

Demonstrating the five (5) generic capabilities, employee will judge the content and/or concepts of written materials in order to make a work-related decision.

RATIONALE:

This is an essential and often performed competency. It is often not enough to know the "plain sense" of a piece of writing. The reader must then apply his/her experience and point of view to make an evaluation of that writing before acting on it. This competency interrelates with many other competencies especially communication, and may be addressed while working on other competencies.

STANDARDS:

(1) Employee identifies at least two (2) situations in which he/she must read, judge and make a decision on the imformational content and/or concepts of written materials. (G.C.1)

(2) Employee obtains written sources of information to meet these two (2) situations, (if necessary maintaining confidentiality according to agency policy and procedures.) (G.C. 2)

(3) Employee utilizes "surver reading' skills to determine if all needed materials have been gathered and are appropriate to the concept reading task. (G.C.2)

(4) Employee utlizes "reading for application" skills if appropriate to performing the concept reading task. (G.C.4)

(5) Employee utilizes "reading for restatement" skills if appropriate to the performing concept reading task. (G.C.4)

(6) Employee reads, extracts and organizes needed information from written materials. (G.C.3)

(7) Employee judges the work in the following areas: (G.C.4)

(a) development of the main point answering the questions:

1. What is the main idea?
2. How consistently does the author support the main idea?
3. How well does the author use evidence, details, or argument to support the main idea?

(b) accuracy of the information, answering the questions;

1. How exact are the author's statements of facts?
2. How well has the author documented his/her facts?

(c) approach to audience, answering the questions;

1. How appropriate is the author's language for the intended audience?
2. How effective are techniques such as format, and visual aids for the intended audience?

(d) point of view, answering the following questions;

1. What's the author's point of view toward his/her subject?
2. How was the point of view made clear to the reader?
3. How did the author's choices fo sources reflect his/her point of view?
4. How valid do you thing the author's point of view is towards the subject?

Employee must present evidence from the written material to support his/her answers to the above questions. If the employee feels that any of the above questions cannot be answered for a particular piece of writing, he/she must justify that position.

(8) Employee assesses his/her performance in terms of the following: (G.C.5)

a. What information was I looking for?
b. What did I need the information for?
c. Was I able to find all the information that was available and/or needed?
d. Did I survey the source(s) to determine if it was appropriate to the task?
e. Did I read for application to understand the necessary information?
f. Did I restate the information accurately and clearly?
g. Did I gather all the information required for Standard 7?
h. How did my judgement reflect the information gathered for Standard 7?
i. Did I have to go to more than one source to locate the the information needed?
j. Was I able to make a work-related decision based on my judgement?

CLUSTER COMPETENCY D

ASSESSMENT:

(1) -- Employee participates in a Self-Assessment interview with TDP member bringing answers to questions stated in Standard 8?

(2) -- Employee presents portfolio of completed agency work which documents how above standards were utilized and fulfilled. Portfolio must contain at least two (2) examples how he/she read, judged and made a decision on informational content and/or concepts of written material.

-- Employee completes a paper and pencil test based on job-related reading with 90% accuracy.

(3) -- Employee receives documented positive feedback through supervisor or observer rating.